

Transition 2.0: Understanding Available Resources



PFP Reunion 2017
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PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)


Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Pennsylvania Fellowship Cohort 5



OBJECTIVES

The participant will understand:

- The 339 plan/comprehensive guidance plan and how it relates to transition planning
 - The Career Education Work Standards and how it relates to transition planning
 - Pre-Employment Transition Services and how it relates to transition planning
- 

BUT FIRST: THINK PAIR SHARE

- How do you define a successful student?
- What universal skills/competencies make an employee successful?
- Where/how are those skills taught in your school?



BEGINNING WITH THE END IN MIND...

We strive to ensure that each student:

- Is proficient in core subjects
- Graduates from high school, ready for post-secondary education & career
- Achieves equitable outcomes, regardless of background, condition or circumstances



ESSA Focus Areas & Other Themes



PDE Vision:

Pennsylvania learners will be prepared for meaningful engagement in postsecondary education; in workforce training; in career pathways; and to be responsible, involved citizens.

Other Underlying Themes:

- **Equity** (At-Risk/Vulnerable Students)
- **PreK-12+ Continuum**
- **College & Career Readiness**
- **Data & Transparency**

Every Student Succeeds Act - PA

**Career Readiness
Indicator**

**Grade Level
Benchmarks tied to
Career Education
Work Standards**



COLLEGE AND CAREER READINESS

College
Readiness

Career
Readiness

SAME BUT DIFFERENT

DID YOU KNOW....

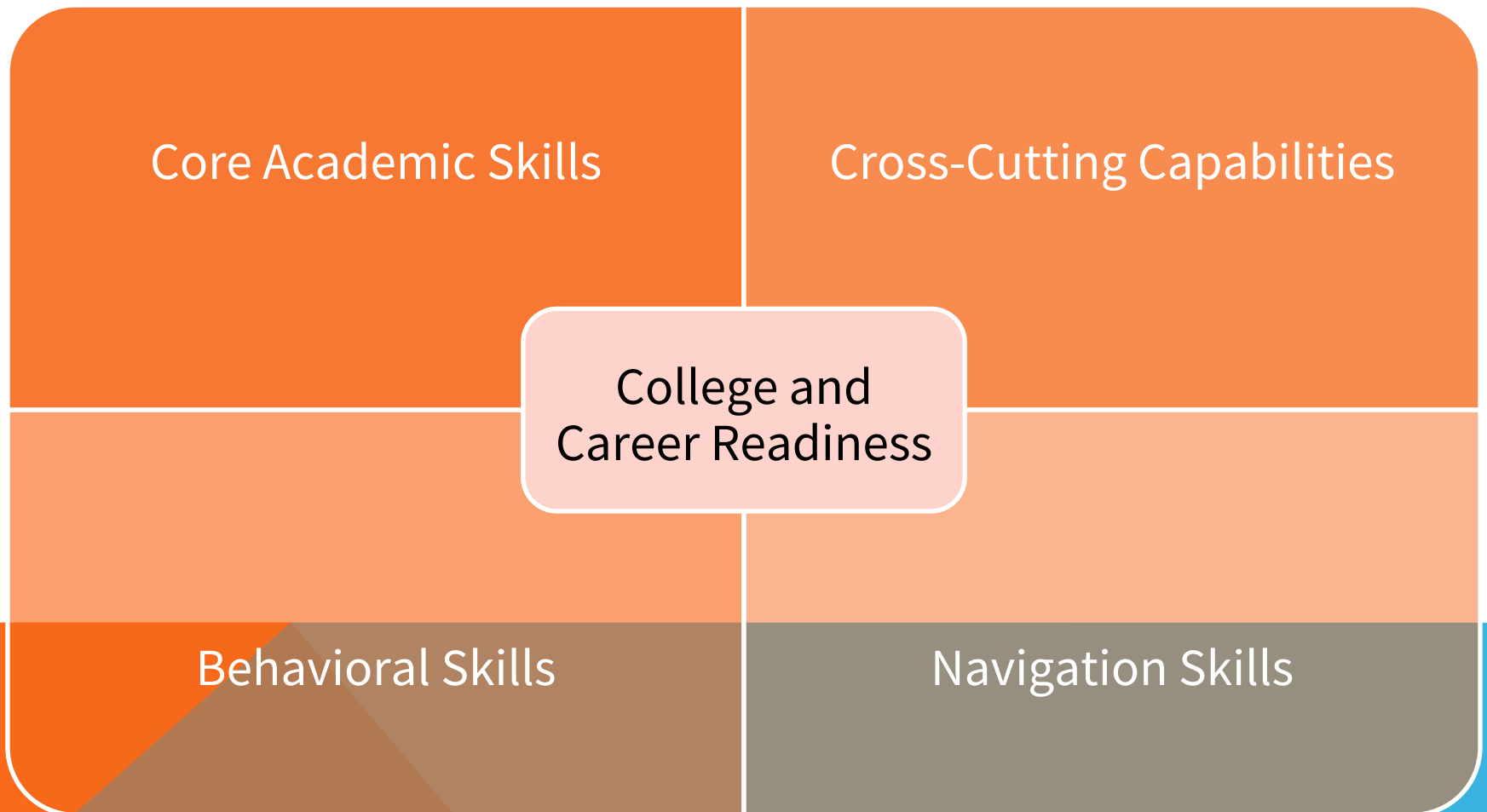


About 40% of students entering college must take at least one remedial course before enrolling in credit-bearing coursework, and rates are much higher for students of color. (USDOE, 2011)

In 2011, 25% of students who took the ACT test met the benchmark scores in all four subjects: English, mathematics, reading, and science (ACT, 2011)



COLLEGE AND CAREER READINESS



<http://www.act.org/research/policymakers/reports/unpackingreadiness.html>

8 KEYS TO EMPLOYABILITY

Personal Values

Problem Solving/Decision Making Skills

Relations with Other People

Communication Skills

Task-Related Skills

Maturity

Health and Safety Habits

Commitment to Job



COLLEGE AND CAREER READINESS

Linked to social and emotional development (SED)

- 2013 CASEL survey of teachers found:
 - 87% of teachers believe a larger focus on SED would improve workforce readiness
 - 78% believed it would improve college prep
 - Yet, only 44% reported that SED was being taught schoolwide



SOCIAL AND EMOTIONAL DEVELOPMENT

(JONES & BOUFFARD, 2012)

Emotional

- Self-awareness: emotional knowledge and expression
- Self-management: emotional and behavioral regulation

Social

- Navigating Social Situations
- Social awareness: understanding social cues
- Empathy

Cognitive

- Attention Control
- Cognitive Flexibility
- Planning, organizing, and setting goals

Character

- Grit
- Curiosity
- Optimism
- Ethics

Mindset

- Growth Mindset
- Purpose
- Belonging

PA CEW STANDARDS

Career Awareness
and Preparation

Career
Acquisition

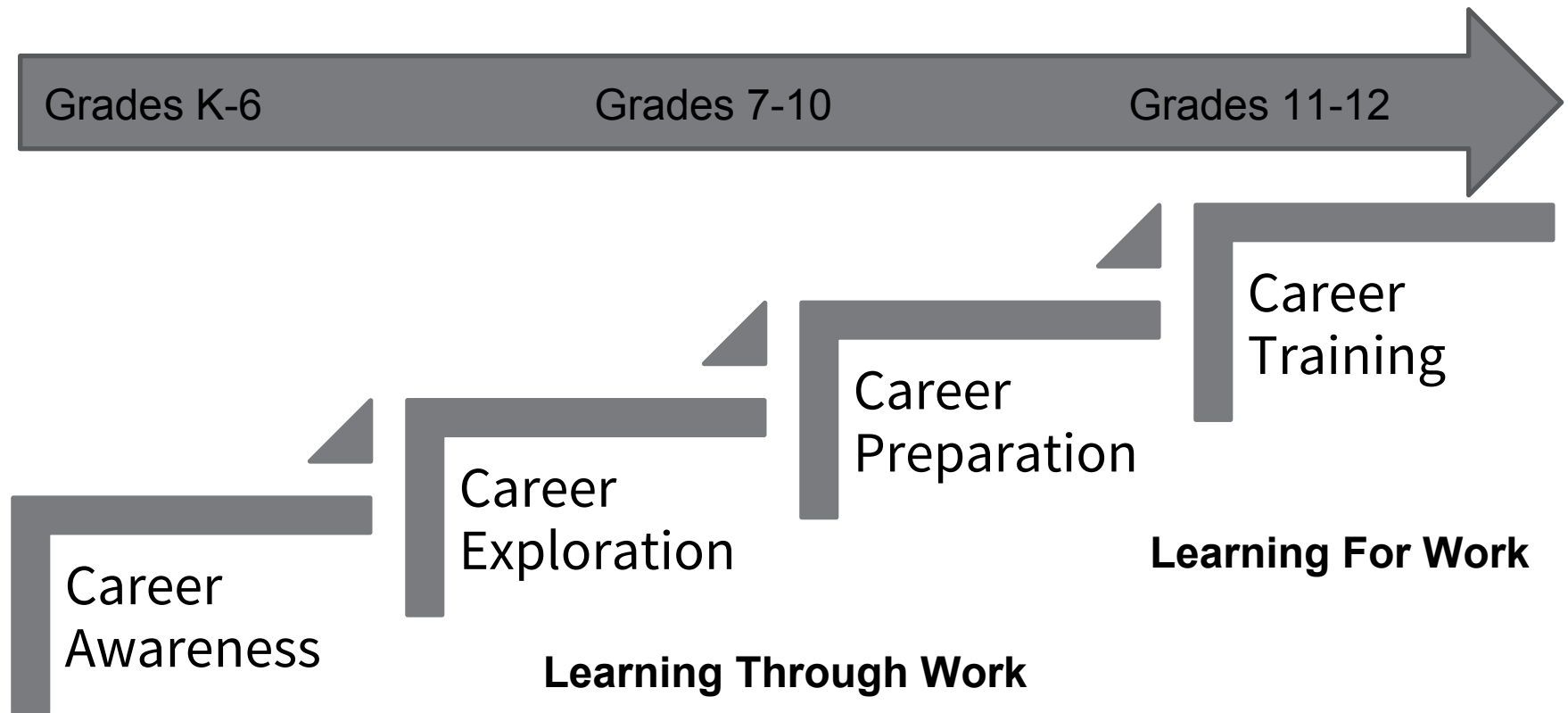
Career Retention
and Advancement

Entrepreneurship

<http://pdesas.org/Standard/View>

<http://www.education.pa.gov/K-12/PACareerStandards/Pages/default.aspx#tab-1>

CEW THROUGH A CONTINUUM



Learning About Work

Increasing Individualization as students connect their interests, skills, and goals with career possibilities.

(English, Cushing, Therriault, & Rasmussen, 2017)

WHAT'S ALREADY HAPPENING PER CEW



Putting Career Education & Work Standards into Practice: CEW 101

Key Topics, Level 9-12


13.1.11 Career Awareness and Preparation

- Completing Self Assessments (interest, aptitudes, personality, etc.) (A)
- Reviewing career options, based on assessments (B)
- Researching careers matching self-assessment results (B)
- Connecting changing workplace roles to new career opportunities (C)
- Participating in and assessing career development opportunities (e.g. job shadow, internship, community service) (D)
- Reviewing and revising the 9th -12th grade course selection plan, related to chosen career path (E)
- Gaining knowledge and exploring secondary and postsecondary career training programs, all types (F)
- Creating a Career Action Plan, through career portfolio process (G)
- Selecting postsecondary opportunities based on Career Action Plan (H)

| Thirteen Effective Practices | Resources |
|--|--|
| 1. Facilitate integration within a variety of K-12 courses | <p>From the PA Career Standards website – http://www.pacareerstandards.com</p> <ul style="list-style-type: none"> • Getting Started Documents – home page on right • Standards Crosswalks – Crosswalk tab • Real Game Crosswalks – Crosswalk tab • Assessment Surveys and Gap Analysis – Assessment tab <p>Career Cruising http://www.careercruising.com</p> <p>Pennsylvania Standards Aligned System http://pdesas.org – view the CEW curriculum framework documents</p> |
| 2. Develop stand-alone courses | <p>Book Resources:</p> <ul style="list-style-type: none"> • <u>The World Is Flat</u> and Friedman's Supporting Materials by Thomas L. Friedman, Penguin 2006, ISBN – 0141022728 • <u>A Whole New Mind: Why Right-Brainers Will Rule the Future</u> by Daniel H. Pink, Riverhead books 2006, ISBN - 1594481717 • <u>The Adventures of Johnny Bunko</u> by Daniel Pink Riverhead Books 2006, ISBN - 1594481717 • <u>The 7 Habits of Highly Effective Teens: The Ultimate Teenage Success Guide</u> by Steven Covey, Simon & Schuster 1999, ISBN - 0684856093 • <u>Who Moved My Cheese?</u> by Spencer Johnson, Putnam 1998, ISBN - 0399144463 • <u>Life Strategies for Teens</u> by Jay McGraw, Simon & Schuster 2000, ISBN - 074321546X, ISBN-13 978-0743215466 • <u>Other Ways to Win</u> by Kenneth C. Gray, Corwin Press 2006, ISBN - 1412917816 <p>From the PA Career Standards website – http://www.pacareerstandards.com</p> <ul style="list-style-type: none"> • PA Career Guide http://www.paworkstats.state.pa.us/gsipub/index.asp?docid=405 • Curriculum Resource tab http://www.pacareerstandards.com/curriculum-resources.php <ul style="list-style-type: none"> ○ Futures I and II – Middletown Area SD ○ Foundations for Success – Loyalsock Township SD ○ Complex Communications – Loyalsock Township SD |

KEY POINTS



|  Understanding & Effectively Using Available Resources | | | |
|---|----------|-----------------------|------------------------------------|
| | 339 Plan | Career Work Standards | Pre-Employment Transition Services |
| Who is my contact to follow up with to get more information about this area? | | | |
| What questions should I ask? | | | |
| How can I utilize this information to improve programming in my LEA? | | | |



• I collaborate with to discuss how my LEA is incorporating Career t
Standards?



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PA 339

TRANSITION FOR ALL


WHAT IS CHAPTER 339

Vocational Education Standards

Pennsylvania requirement for comprehensive K-12 school counseling plan

- To prepare every student for college and/or career readiness
- Related to
 - Chapter 12 – requirement for comprehensive program of student services
 - Career Education and Work Standards (CEW)

PA 339

- **Outlines requirements for services and accommodations for diverse learners enrolled in CTCs**
 - **Outlines requirements for adequate supports under Ch 4 and through IEP**
 - **Calls for equal access to CTCs**
 - **Counseling available to help students with informed decisions on CTCs**
 - **Participation of CTC rep on IEP teams**
 - **Work based learning experiences**
- 

COMPONENTS OF 339 - COUNSELING PLAN

- ★ **Define Counselors by assignment**
- ★ **Mission**
- ★ **Goals**
- ★ **Stakeholder roles**
- ★ **School Counselor role**
- ★ **Advisory Council**
- ★ **Program Calendar**

- ★ **Program Delivery**
- ★ **Curriculum Action Plan**
- ★ **Organization of postsecondary resources**
- ★ **Individualized Academic Career Plan**
- ★ **CTC strategy**
- ★ **Copies of counselor job descriptions**

<http://www.education.pa.gov/K-12/PACareerStandards/Resources/Pages/339CounselingPlan.aspx#tab-1>

TYING IT TOGETHER



TRANSITION THROUGH 2 LENSES

| PA 339 – College and Career Ready for All Students | IDEA – College and Career Ready related to Special Education Students |
|--|--|
| All Students | Individual Student |
| K-12 Comprehensive Plan | Involvement at age 14 |
| Career Education Workforce Standards CEW <ul style="list-style-type: none"> • Career Awareness and Preparation • Career Acquisition • Career Retention and Advancement • Entrepreneurship | SPECIFIC INDIVIDUAL GOALS – <ul style="list-style-type: none"> • Postsecondary Education/Training • Employment • Independent Living |
| Advisory Counsel with Interagency and Community Representation | Interagency Involvement |
| Comprehensive curriculum, information collected, ability to organize resources | Individualized to meet the unique strengths and needs |

EMPHASIS AREAS TO ENSURE SUCCESS

- IDEA
- ADA
- Section 504
- ESSA

Knowledge of
Disability
Legislation

Importance of
Promoting
Student
Self-Advocacy

- Educate students and parents about disability
- Specifically addressed through guidance curriculum

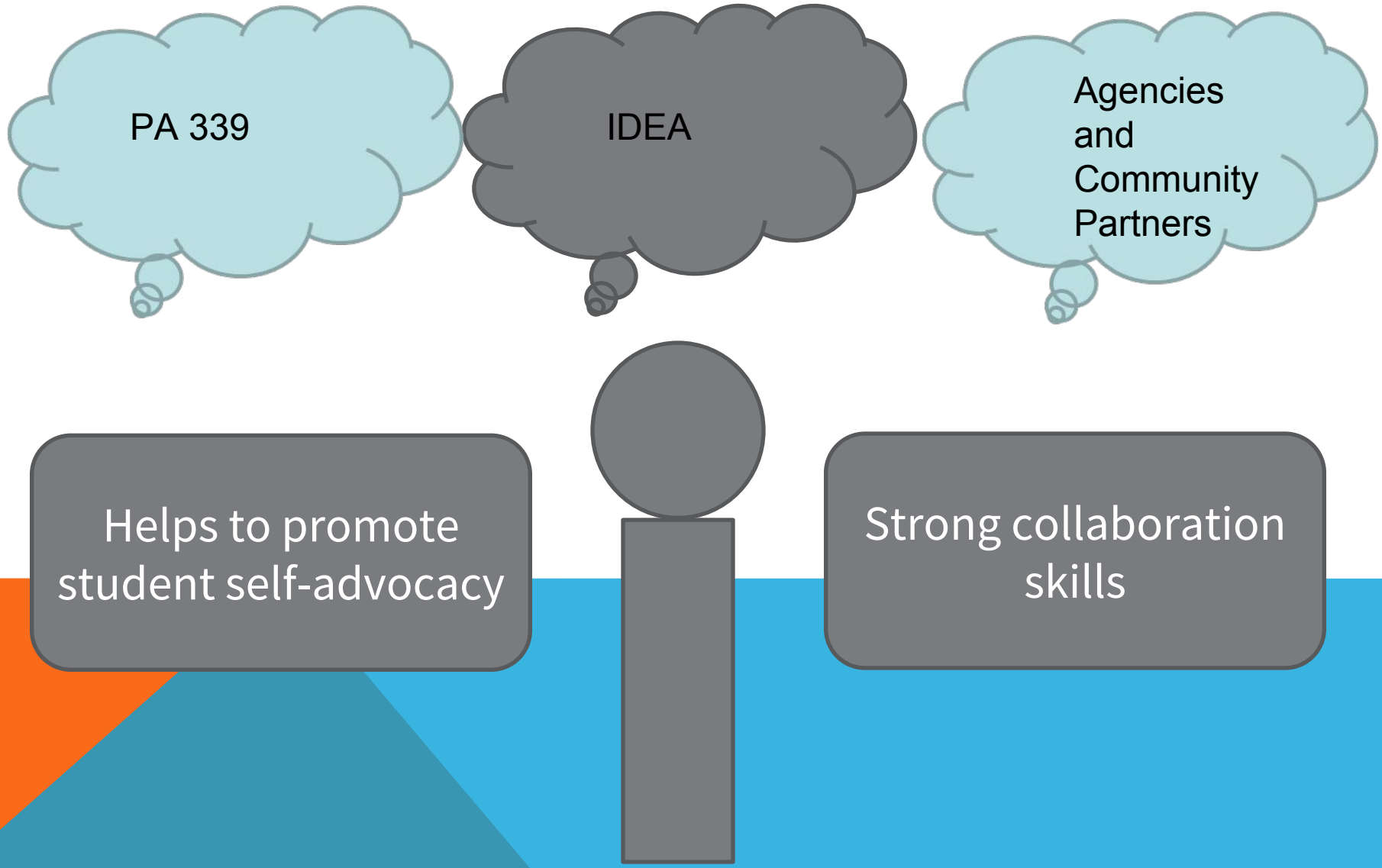
Use of
Community
and National
Resources
and Programs

Collaboration
with Parents,
Peers, and
Professionals

- Knowledge of disability services
- Knowledge of entrance requirements, minimum competencies
- Websites, institutions, workshops

- Bring appropriate stakeholders to the table

COMPETENCIES FOR TRANSITION PERSONNEL



TRANSITION STAFF AND 339

- **Help student in selection of area of study**
- **Encourage college/program visits that align with area of interest**

Assist with college/training program application process

Understand course sequence implications

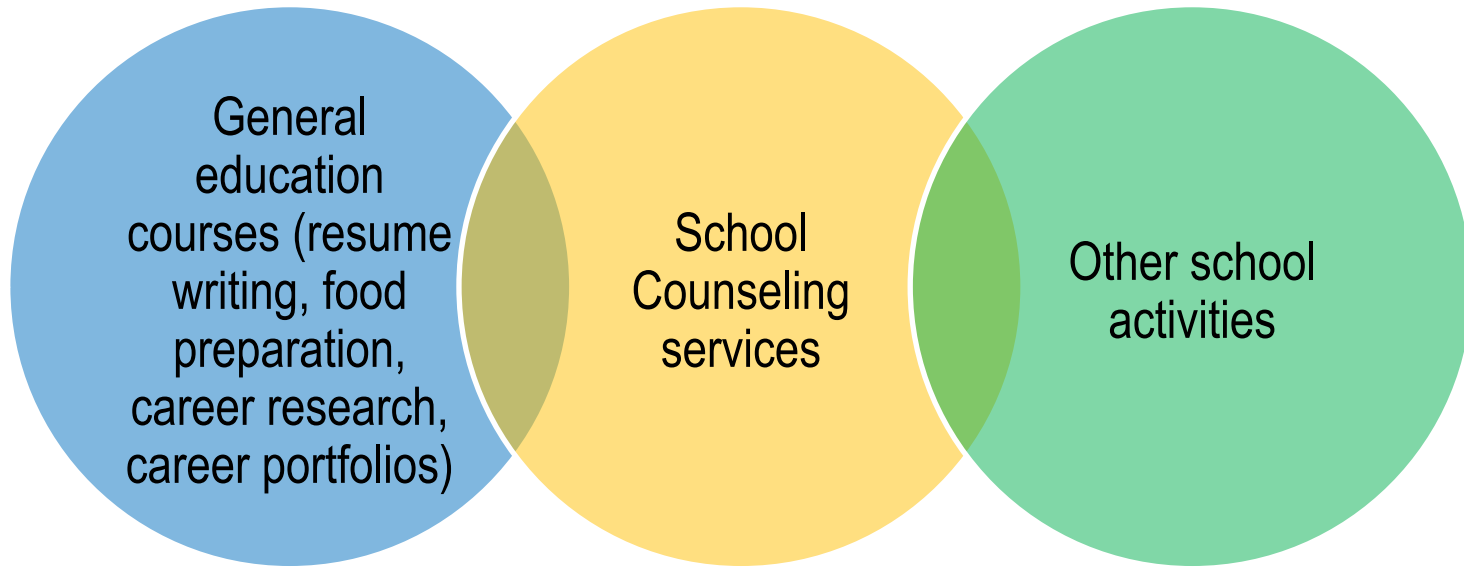
Assist in applying for accommodations for entrance exams

TRANSITION STAFF AND 339

- Work with guidance staff for College Awareness Activities
- Help to coordinate internships and job shadows
- Academic readiness supports
- Be aware of dual enrollment options
- Be aware of CTC SOAR articulation agreements
- Assistance with resume development
- Interview practice
- Access CTC program competencies

SERVICES AND ACTIVITIES IN GENERAL CURRICULUM

Make use of transition activities that take place as part of:




Be sure to list in the transition grid, as appropriate
Many districts “map out” activities by grade
Secondary Transition Mapping Guide

BIG PICTURE

- **There is no need to “reinvent the wheel”.**
- **Know what data exists and where.**
- **Work to increase collaboration between school counselors, transition counselors, and other agency stakeholders**
- **Provide TC access to student portfolios/individualized academic career plan**



OTHER POTENTIAL CONNECTIONS


- Incorporate transition coordinator into district's comprehensive guidance planning/auditing
 - Work with curriculum director to embed CEW standards across curriculum
 - Empower staff to align IEP goals to CEW standards
 - Student specific – IDEA vs ADA (entitlement vs eligibility)
- 

THOUGHT.....

What's good for special education students is good for all students



KEY POINTS



| Understanding & Effectively Using Available Resources | | | |
|--|----------|-----------------------|------------------------------------|
| | 339 Plan | Career Work Standards | Pre-Employment Transition Services |
| Who is my contact to follow up with to get more information about this area? | | | |
| What questions should I ask? | | | |
| How can I utilize this information to improve programming in my LEA? | | | |



Who do I collaborate with, in my LEA, for the 339 Plan?



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Supporting Students in Becoming Competitively Employed in an Inclusive Setting



The Legislation That Moves Us Forward

1. WIOA: Workforce Innovation Opportunity Act

- President Obama signed into law on July 22, 2014
- Amends the Rehabilitation Act of 1973



WIOA Continued

PRE-EMPLOYMENT TRANSITION SERVICES

- Requires state vocational rehabilitation (VR) agencies to make **“pre-employment transition services” available to all students with disabilities.**
- Requires OVR to set aside at least **15% of Federal VR program funds to provide PETS.**
- Allows State VR agencies to **prioritize serving students with disabilities.**



2. Section 511 of WIOA

“Limitations on Use of Subminimum Wage”

Primary goal

To ensure that individuals with disabilities, especially youth with disabilities, are given an opportunity to “prepare for, obtain, maintain, advance in or re-enter competitive, integrated employment.”

- o More specifically, an entity – as well as contractors and subcontractors of the entity – may not compensate an individual with a disability who is age 24 or younger (emphasis added) at a subminimum wage rate unless specific criteria is met
- o OVR and LEAs must collaborate to provide Community Based Work Assessments
- o **OVR must document that PETS have been completed**
- o OVR cannot contract with any program that pays less than minimum wage
- o Medicaid Waiver programs cannot fund individuals in subminimum wage activities unless OVR has determined that they are eligible/ineligible /closed

3. ACT 26: Work Experience for High School Students with Disabilities Act

Powers and duties of the Office of Vocational Rehabilitation:

The Office of Vocational Rehabilitation shall provide pre-employment transition services to students with disabilities and facilitate the process of job and career development between local education agencies and public and private employers to ensure the successful transition of high school students with disabilities into competitive integrated employment.



In collaboration with officials of local education agencies and other relevant public agencies, the Office of Vocational Rehabilitation shall:

- (1) Provide information for the development of individual education plans for high school students with disabilities ensuring that **job skill training is included in the plans** when appropriate. When possible, the Office of Vocational Rehabilitation shall attend individual education plan meetings in person or by alternative means, such as video conferences and conference calls, when invited by local education agencies.
- (2) **Arrange for work-based learning experiences**
- (3) Provide professional guidance relative to **job coaching services** to eligible individuals when the services are included in an individualized plan for employment by the Office of Vocational Rehabilitation, so that high school students with disabilities may succeed in competitive employment with private sector and public employers.
- (4) Provide counseling on opportunities for enrollment in comprehensive transition or postsecondary **educational programs at institutions of higher education**.

PETS

Program structure



pennsylvania

DEPARTMENT OF LABOR & INDUSTRY

OFFICE OF VOCATIONAL REHABILITATION

Structure of PETS



Potential Customer

Employment Planning Application

Workplace Readiness
Training
Independent Living
Skills Training
Instruction in Self-
Advocacy

Group Services

Job Exploration
Counseling
Counseling on
Post-Secondary
Opportunities
WBLE

Individual Services

GROUP SERVICES

- Done at school or other site
- Instructional in nature
- Variety of topics, skills, and objectives tailored to the student audience
- Can be done with potentially eligible students (don't have an OVR case yet)



GROUP SKILLS CAN BE SUPPORTED THROUGH CURRICULA OF THE FOLLOWING SKILLS...

- Disability awareness
- Advocating during an IEP process, and advocating for themselves in post-secondary education, employment
- Understanding transition processes,, and coordinating social services
- Soft skill, interview, resume writing, and other employability skills
- Household budgeting and financial management
- Utilizing public transportation
- Navigating through the social services system



Individualized Services

Work Based Learning Experiences (WBLE)

Students will participate in work based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible. Students will be provided options for experiences to gain knowledge and skills need to obtain competitive, integrated employment or transition to post-secondary training.



WBLE SUPPORTS

- Transporting customer to job site (pending availability of provider)
- Successful Communication (*including messages, emails, traditional mail, face-to-face discussions with employer, parent, school, student, or VRC*)
- Orientation of student to the job
- Instruction and/or demonstrations on how to perform a task
- Behavior management



- Student payroll activities
- Coordination of community supports
- Time management training
- Direct observation of a student completing a task
- Assistance with job accommodations or developing organizational skills
- Development and implementation of fading plan
- Development of natural supports

WORK BASED LEARNING EXPERIENCES

- Average 90 hours of paid work experience in community integrated settings
- Option for On Job Training or Stipend
- Provider monitors/trains student at employer site
- Multiple students can complete at same site



DOCUMENTATION

- OVR receives final report from provider on WBLE and Job Shadowing
- Reports can be shared with education, parents, and others with consent
- Documentation can be used to assist in transition planning, next steps for student



IDEA & WIOA



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IDEA TRANSITION REQUIREMENTS AND PETS

Section 101(c) of WIOA makes clear that

“Nothing in the Act is to be construed as reducing the responsibility of the local educational agencies or any other agencies under IDEA to provide or pay for any transition services that are also considered to be special education or related services necessary for providing a free appropriate public education to students with disabilities.”



IDEA: TRANSITION REQUIREMENTS

- Coordinated set of activities
- Results-oriented process focused on improving
- Academic and functional achievement
- Facilitates movement from school to post- school activities
- Based on individual needs, considering strengths, preferences, and interests



Continuum of Services- Example



pennsylvania

DEPARTMENT OF LABOR & INDUSTRY

Career Exploration 9th-10th Grade

- OVR 101
- IEP Consultation
- Field trips to employer sites/providers
- Parent Seminars
- Guest Speakers on AT
- Tours of postsecondary programs
- Employer presentations and panels
- Career and/or resource fairs
- Volunteer opportunities in community
- Summer youth programs on work skills
- College for a Day programs
- **Group presentations on:**
 - How to receive accommodations
 - Self-advocacy
 - Disability awareness
 - Self-determination
 - How to be prepared to work with OVR
- Overcoming barriers to employment
- Training programs
- Financial aid
- Career exploration
- Completing job applications
- Soft skills
- Interviewing
- Budgeting
- Early Reach Initiative
- Entitlement vs. Eligibility
- Self-Determination
- Transition milestones
- Goal planning
- Disability Sensitivity

Self Exploration 11th Grade or 2 Years Prior to Graduation

- OVR Application
- Eligibility determination
- IPE
- Collaboration meetings
- Service coordination meetings
- Tours of Project SEARCH
- On the Job Training Contracts for seasonal, internship, or temporary employment
- Authorization of incidentals for OJT placement
- 21 and Able programs
- Governor's Summer Internships
- Job Shadowing with or without supports
- Individual or group counseling on:
 - Employment barriers
 - Completing job applications
 - Soft skills
 - Interviewing
- Authorization and individual review of:
 - Vocational evaluations
 - Personal Work Adjustment Training
 - Psychological Testing
 - Community Based Assessments
 - Work Based Learning Experiences
 - Promoting Academic Success (PAS)
- *Any Group presentation from previous grades*

Career Planning 12th Grade or Final Year of High School

- SSA benefits counseling
- PA Youth Leadership Taskforce
- Disability Mentoring Day
- Mentorship programs
- Mock interviews
- Individual counseling on:
 - How to receive college and job accommodations
 - Postsecondary options
 - Financial Aid
 - Choosing a career goal
 - Employment barriers
 - Job requirements and suitability of goals
 - Completing job applications
 - Soft skills
 - Interviewing
- Authorization and individual review of:
 - Project SEARCH
 - Assistive Technology evaluations
- *Any group presentation and/or individual service from previous grades*

Transition Spring of Final Year and Beyond (17-24)

- Job coaching contracts
- Financial aid for college/university
- Financial aid for vocational training
- Financial aid for apprenticeships, trade schools, and technical schools
- Jobs for All
- Career Pathways
- School to work programs
- Job Corps
- Out of school youth program
- Referral for placement with Business Services
- Purchase of AT for training
- Complete financial aid paperwork
- CCAC Vocational Education Training Programs For Persons Needing Learning Support
- D.R.E.A.M. Partnership programs
- *Any group presentation and/or individual service from previous grades*

JOINT RESPONSIBILITIES

- Providing assessment services
- Career Development
- Exposure to world of work
- Skill development
- Connecting services
- Employment Outcomes



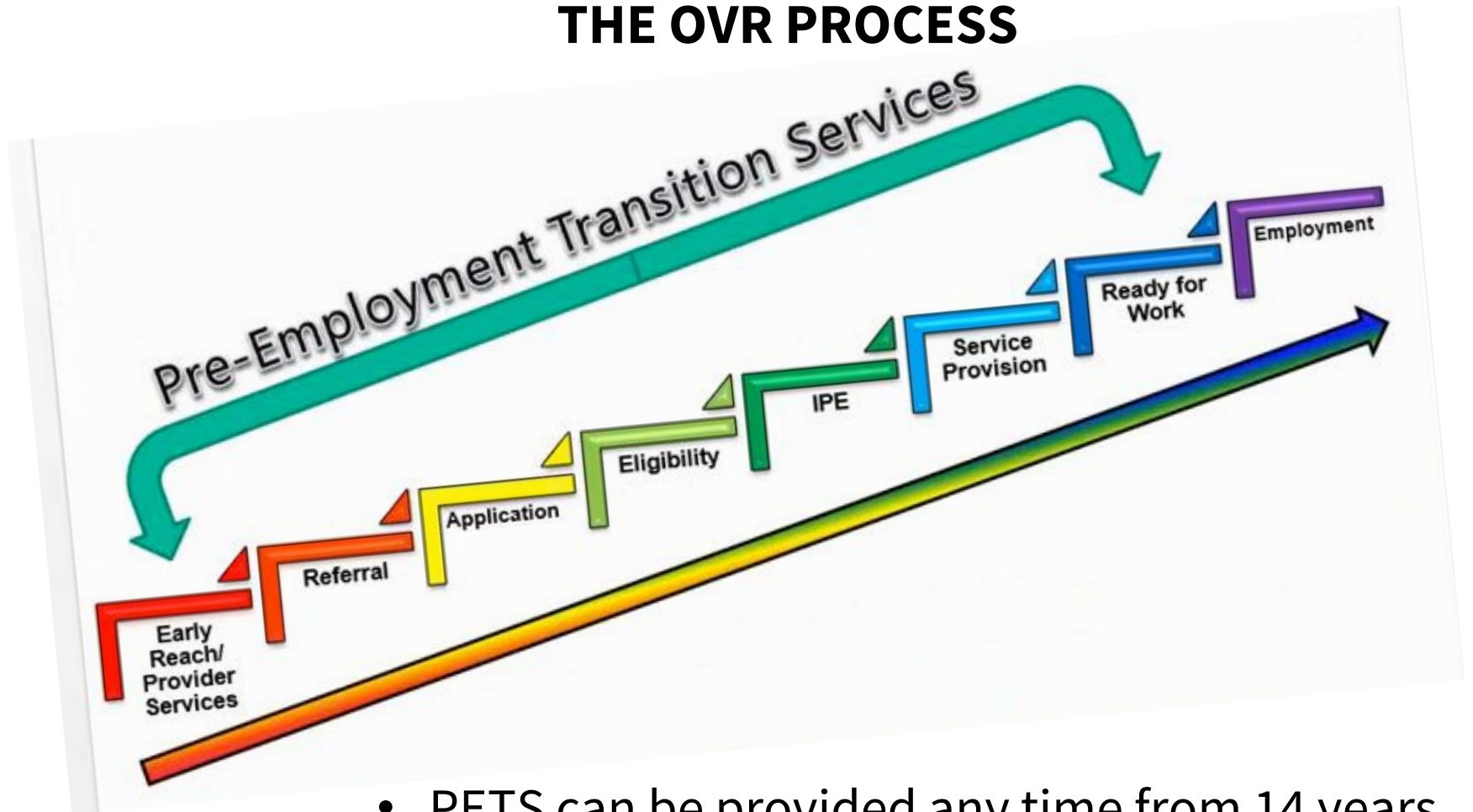
INCORPORATING PETS IN THE IEP

- PETS can be referenced in the Present Educational Levels section of the IEP under secondary transition
- OVR involvement should be detailed in the IEP in the Present Educational Levels section of the IEP under secondary transition/Agency Involvement.
 - “OVR” and not an individual staff name should be listed
- Referral to participate in PETS could be added to the transition grid



Role of OVR

THE OVR PROCESS



- PETS can be provided any time from 14 years to 21 years and they do not need an open case with OVR. OVR has asked for parent permission via permission slip or verbal consent.

WHAT SERVICES DO EARLY REACH COORDINATORS PROVIDE?

- Group Pre-Employment Transition Services
- IEP Meeting Attendance
- Family Consultations
- School And Community
- Collaborative Events
- Trainings For Parents, Families And Professionals



ROLES OF VR COUNSELORS IN PETS

- Counseling and Guidance
- Attend IEP Meetings
- Liaison to school districts
- Facilitate Work Based Learning and other services
- Coordinate with provider agencies
- Meet with families for support in completing intake paperwork



BUSINESS SERVICES & PETS

OVR has added an additional staff person to all the Business Services Teams across OVR Offices

PETS Business Services Representative-

- Partners with businesses, schools, IUs, and Community Providers to create paid Work Based Learning Experiences (WBLE) for youth.
- Works very closely with other OVR staff-Business Services teammates, Early Reach Coordinators, Transition Counselors.



PROVIDERS

WHO

- Approximately 85 Providers across the state
- Contracted by OVR for services when OVR staff don't have capacity
- Retained through provider agreements or other contractual agreements

PROVIDER SERVICES

- Pre-Employment Transition Services
 - Group Services
 - Individual Services

Examples of Services from Providers

Coaching
Services
Self
County
AHEDD
Individual
Work
Options
Goodwill
Experiences
Early
Based
OVR
Job
Group
Evolve
Allegheny
Learning
Reach
EARN
PETS
Job

HOW DO I ACCESS THESE SERVICES FOR MY STUDENTS?

PETS REQUEST PROCESS AND FORMS



GROUP SERVICES REQUESTS

PETS REQUEST

- Students can be age 14 and up
- Requests should be submitted at least 2 months prior to anticipated service start dates
- Or at the start of the school year
 - PETS List of Services Checklist (complete one per school)
 - PETS Student Roster Form (complete one per class)



REQUEST FORMS

Request for PETS Forms Packet:

- OVR will provide informational folders with marketing material and lists of providers and services
 - Curriculum, skills and objectives for group services
 - Contact information for each provider
- Allows schools to contact providers, do their research, and request services



RELEASE OF INFORMATION

- School districts should inform students/parents about opportunities to participate in PETS
- Consent should be given by parents/guardians to participate
- Consent can be verbal – dated and indicated on the PETS release form
- Documented by school in IEP



Office of Vocational Rehabilitation –Choose an Item. District Office

If you prefer email, please send via PDF to _____

Alternative Option: Send via fax to the attention of _____ at: _____

**Disclaimer: The completion of this form does not guarantee service delivery. The information collected will help your liaison connect your students to the appropriate services and resources available. **

(School District Use Only)

Group Service Request Guidelines

1. To request students for Pre-Employment Transition Services, please complete the following documents:

- PETS List of Services Checklist (complete one per school)
- PETS Student Roster Form (complete one per class)

Note: Consent should be obtained from parents/guardians in order to request services for your students. A sample consent form is attached to this document for your review. Consent forms should contain the elements required in the sample provided to ensure facilitation of services.

2. Complete Page 2, by selecting the list of services. Please return the documents via email or by fax to:

- Email: _____
- Fax Number: _____ Attn: PETS Coordinator

3. You will receive a call or email within 15 business days from one of the following individuals:

- Early Reach Coordinator
- Vocational Rehabilitation Counselor (School Liaison)
- Vocational Supervisor
- District Office Transition Coordinator

Individual Service Request Guidelines

1. To request a student for Individual Pre-Employment Transition Services, please complete the following documents:

- WBLE/Job Shadowing Request Form (OVR-240)

Note: Consent should be obtained from parents/guardians in order to request services for your students. A sample consent form is attached to this document for your review. Consent forms should contain the elements required in the sample provided to ensure facilitation of services.

Note: In some district offices, individual services are only available to students who have applied for OVR services. In those instances, you will be contacted by your OVR liaison counselor to discuss referral to OVR for service delivery.

2. Please return via email or by fax to:

- Email: _____
- Fax Number: _____ Attn: PETS Coordinator

3. You will receive a call or email within 15 business days from one of the following individuals:

- Early Reach Coordinator
- Vocational Rehabilitation Counselor (School Liaison)
- Vocational Supervisor
- District Office Transition Coordinator

Group Pre-Employment Transition Request Checklist

Section 1: School/ Community Contact Information

School Name: _____ Date: _____
 Transition _____
 Coordinator: _____ Email: _____

Section 2: Group Service Referral Information for Potentially Eligible Students:

Teacher Name: _____ Grade Level: _____
 Class Size: _____ Class Type: _____
 Requested Number of Sessions: _____ Requested Frequency of Services: _____
 Class Time: _____ Location: _____

Section 3: Group Service Menu

Self-Advocacy

Select Topics of Interest:

☐ OVR 101☐ Soft Skills☐ Entitlement vs. Eligibility☐ Resilience/ Self Determination☐ Disability Laws/ Rights☐ My IEP (Individual Education Plan)☐ High school vs. Vocational vs. College☐ Disability Services/Accommodations

Work Place Readiness Training

Select Topics of Interest:

☐ Soft Skills☐ Goal Planning☐ Mock Interviews☐ Community Resources/Services☐ ADA Accommodations☐ Transportation☐ Resume/ Cover Letters☐ Financial Education☐ Career Planning☐ Educational and Training Options☐ Interest/ Abilities☐ Financial Aid Information

Independent Living Skills

Select Topics of Interest:

☐ Housing☐ Budgeting☐ Grocery Shopping☐ Understanding Social Security Benefits☐ Adult Services☐ General Housekeeping☐ Nutrition☐ Emergency Preparation

For District Office Use Only:

| | | | | | | | |
|----------------|--|----------------|--|--------------|--|-----------------|--|
| Date Received: | | Date Reviewed: | | Assigned to: | | Date Contacted: | |
|----------------|--|----------------|--|--------------|--|-----------------|--|

Pre-Employment Transition Service Roster Form

Office of Vocational Rehabilitation (OVR) – District Office

Please send via

⁴⁴Disclaimer: The completion of this form does not guarantee service delivery.


















The information collected will help your liaison connect your students to the appropriate services and resources available. ⁴⁴

STUDENT INFORMATION ROSTER

School Name:

Transition Coordinator:

Phone and Email:

| Last Name, First Name, MI | Date of Birth | Race | Ethnicity | Current Grade Level | County of Residence | School District of Residence | IEP, 504, Or None | Additional Notes |
|---|-------------------------------|---|-----------------|---------------------|---------------------|---|-------------------|------------------|
|  | Click or tap to enter a date. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |  | Choose an item. | |
|  | Click or tap to enter a date. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |  | Choose an item. | |
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|  | Click or tap to enter a date. |  | Choose an item. | Choose an item. | Choose an item. |  | Choose an item. | |

QUESTIONS TO ASK OVR OR PROVIDERS

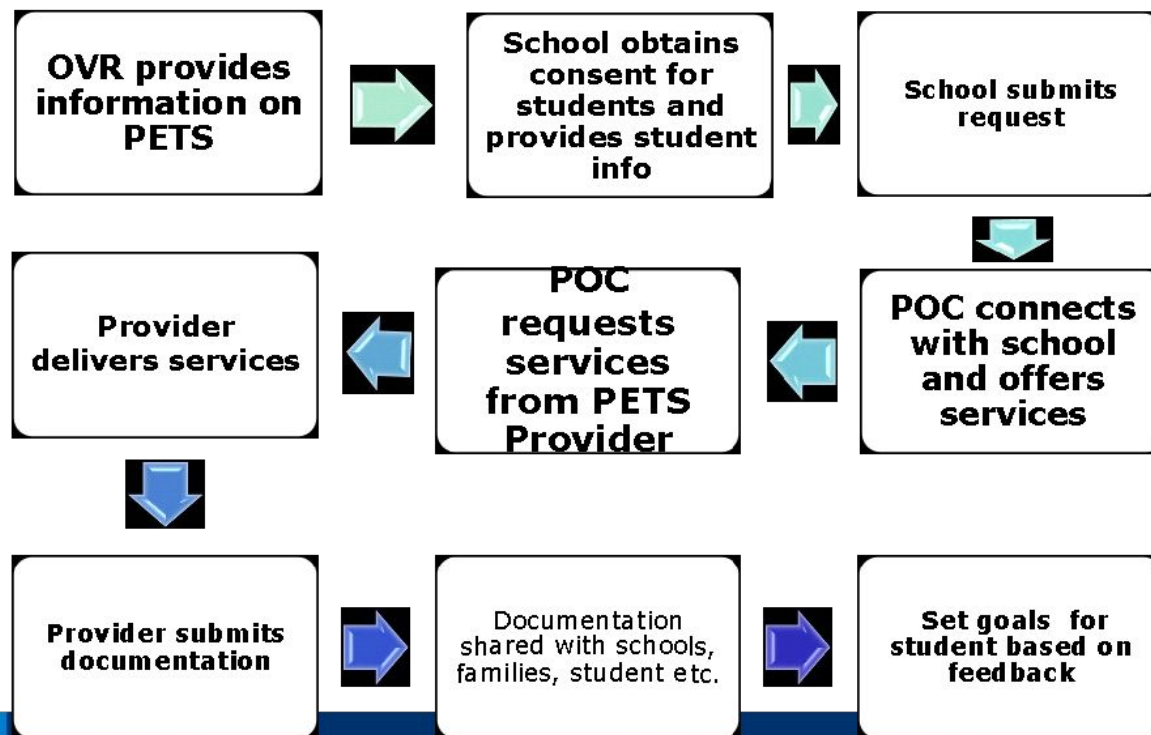
Questions to ASK OVR

- What individual or group services do you provide for students?
- What community partnerships do you have in my community?
- What Providers are currently being utilized for PETS services?


Questions to ask Providers

- Do you transport students?
- Do you provide job coaching?
- How will students get paid?
- How long will this work based learning experience last?
- What's next?
- Do you develop customized employment?
- When can you start?

PETS Request Process



KEY POINTS

|  Understanding & Effectively Using Available Resources | | | |
|---|----------|-----------------------|------------------------------------|
| | 339 Plan | Career Work Standards | Pre-Employment Transition Services |
| Who is my contact to follow up with to get more information about this area? | | | |
| What questions should I ask? | | | |
| How can I utilize this information to improve programming in my LEA? | | | |

A, who will be referring groups of students or individuals to OVR for

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PolleEv.com/app

Group Activity

Know the Legislation

- **Chapter 339**
- **511**
- **WIOA**
- **IDEA**



RESOURCES FOR TRANSITION PROGRAMMING

PA Secondary
Transition Guide

<http://secondarytransition.org/>

AHEAD Transition
Resources A-Z

<https://www.ahead.org/students-parents/transitions>

Transition Toolkit

https://dredf.org/special_education/training_materials/Transition-Toolkit.pdf

Transition Live
Binder

<http://www.livebinders.com/play/play/176690>
<https://www.heath.gwu.edu/files/downloads/toolkit.pdf>

OCR Transition
Guide

<https://www2.ed.gov/about/offices/list/ocr/transitionguide.html#reproduction>

Secondary Transition Training and Technical Assistance Pyramid

